

151 Berea Middle School Road

6-8 Middle School

798 Students

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THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD 2003

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours Good Average Below Average Unsatisfactory 6 32 14

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

ND

This school met 16 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

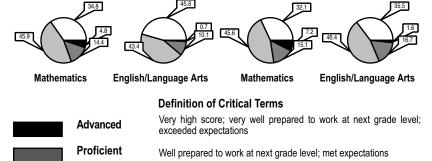
FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003 2004	Below Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Basic Met standards; minimally prepared, can go to next grade level

Middle Schools with Students like Ours

Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	200	66
Percent satisfied with learning environment	84.6%	72.6%	78.1%
Percent satisfied with social and physical environment	91.9%	80.2%	53.8%
Percent satisfied with home-school relations	31.6%	81.1%	69.7%

PACT PERFORMANCE BY GOOLIE	

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	Emo	84 010	0/00				0/0/	K 24
			Er	nglish/Lar	iguage Ai	rts		
All students	772	99.2	45.8	43.4	10.1	0.7	10.8	17.6
Gender								
Male	383	99.2	53.4	40.0	6.3	0.3	6.6	17.6
Female	389	99.2	38.2	46.7	13.9	1.1	15.0	17.6
Racial/Ethnic Group	101	00.0	07.5	47.7	40.7		44.7	47.0
White	401	99.8	37.5	47.7	13.7	1.1	14.7	17.6
African-American	295	98.3	55.8	38.5	5.4	0.4	5.8	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	69	100.0	54.0	39.7	6.3	N/A	6.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	641	99.5	42.0	45.4	11.7	0.8	12.6	17.6
Disabled	131	97.7	67.0	32.1	0.9	N/A	0.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	772	99.2	45.9	43.3	10.1	0.7	10.8	17.6
English Proficiency								
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	762	99.2	45.5	43.5	10.2	0.7	11.0	17.6
Socio-Economic Status								
Subsidized meals	451	98.7	54.2	38.9	6.4	0.5	6.9	17.6
Full-pay meals	321	100.0	34.4	49.5	15.1	1.0	16.1	17.6
All atrial and a		00.7	04.0		matics	4.0	40.0	45.5
All students	772	99.7	34.8	45.9	14.4	4.8	19.3	15.5
Gender	000	00.7	00.0	40.0	40.5		40.0	45.5
Male	383	99.7	39.2	42.6	12.5	5.7	18.2	15.5
Female	389	99.7	30.5	49.2	16.4	4.0	20.3	15.5
Racial/Ethnic Group	404	100.0	24.0	40.0	40.0	7.0	20.2	45.5
White	401	100.0	24.9	48.9	19.0	7.2	26.2	15.5
African-American	295	99.3	50.0	40.1	8.8	1.1	9.9	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	69	100.0	33.3	52.4	12.7	1.6	14.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	0.4.1	100.0	20.0	40.7	10.0	F 2	20.0	45.5
Not disabled	641	100.0	29.2	48.7	16.8	5.3	22.2	15.5
Disabled	131	98.5	67.0	30.2	0.9	1.9	2.8	15.5
Migrant Status	NI/A	0.0	NI/A	NI/A	NI/A	NI/A	NI/A	15.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	772	99.7	34.9	46.0	14.3	4.8	19.1	15.5
English Proficiency	10	100.0	NI/A	NI/A	NI/A	N1/A	NI/A	15.5
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	762	99.7	34.7	46.1	14.5	4.7	19.2	15.5
Socio-Economic Status	45.	00.0	40.4	40.4	40.0	0.5	44.6	45.5
Subsidized meals	451	99.6	42.1	43.1	12.3	2.5	14.8	15.5
Full-pay meals	321	100.0	25.0	49.7	17.3	8.0	25.3	15.5

PACT PERFORMANCE BY GRADE LEVEL

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		/ W Q	<u>"</u>	0/0		/		00
	Grade 3	N/A	N/A	N/A	n/Languag N/A	ge Arts N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 6	220	N/A	47.0	37.7	14.9	0.5	15.3
	Grade 7	215	N/A	36.9	49.5	11.7	1.9	13.6
	Grade 8	214	N/A	40.1	45.8	13.7	0.5	14.2
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	288	100.0	51.1	39.1	9.0	0.8	9.8
	Grade 7	243	99.6	44.8	46.2	9.0	N/A	9.0
	Grade 8	241	97.9	40.3	45.8	12.5	1.4	13.9

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	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	220	N/A	42.8	44.2	9.8	3.3	13.0
	Grade 7	215	N/A	54.2	30.4	8.4	7.0	15.4
•	Grade 8	214	N/A	49.5	40.1	8.0	2.4	10.4
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	288	100.0	29.3	41.0	23.3	6.4	29.7
	Grade 7	243	100.0	41.4	46.4	9.0	3.2	12.2
	Grade 8	241	99.2	34.9	51.4	9.2	4.6	13.8

SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 798)				
Students enrolled in high school credit courses (grades 7 & 8)	12.3%	Up from 7.9%	11.6%	14.4%
Retention rate	3.6%	Down from 6.8%	3.0%	2.3%
Attendance rate Eligible for gifted and talented	95.9%	Up from 95.8%	95.0%	95.2%
	11.0%	Up from 10.8%	12.4%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	16.9%	Down from 19.5%	15.0%	14.1%
	5.1%	Down from 5.2%	4.6%	4.9%
Suspended or expelled	5.4%	Down from 7.8%	1.2%	1.3%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	53.2%	Down from 59.5%	45.8%	47.1%
Continuing contract teachers	74.5%	Down from 83.3%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Down from 83.1%	82.7%	84.3%
Teacher attendance rate Average teacher salary	99.0%	Up from 98.3%	94.8%	95.0%
	\$40,301	Up 0.8%	\$38,750	\$39,924
Prof. development days/teacher	10.7 days	Up from 9.8 days	10.9 days	10.7 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio	25.5 to 1	Up from 21.0 to 1	20.7 to 1	21.0 to 1
Prime instructional time	94.3%	Up from 93.0%	88.6%	88.9%
Dollars spent per pupil*	\$4,985	Up 4.2%	\$5,752	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	59.8%	Up from 59.7%	62.1%	62.0%
	Excellent	Up from Good	Good	Good
Parents attending conferences SACS accreditation	71.3%	Down from 99.4%	95.3%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berea Middle School is located north of the downtown Greenville area. Our location and attendance area create a very diverse student population. This diversity adds new learning opportunities for both staff and students. It also requires the staff to continue to learn new strategies for teaching our students.

Some of the strategies emphasized this year involved reading skills, writing skills, and hands-on math work. These strategies all provided opportunities for our students to improve their basic skills while learning to apply them to real life situations.

One challenge that all middle school students face is the transition from elementary school and the transition to high school. To provide a strong support system for our students, teachers are organized into teams. The students share the same teachers on each team. This allows the teacher to provide more personalized instruction and assistance for each child. It also allows the teachers to work together to organize lessons and projects that incorporate other classes. We find that this structure promotes a stronger educational and nurturing environment for each child.

As we completed the year, our emphasis on parent involvement became a larger priority. During the fourth nine weeks, we hosted a talent show, a PACT night, a rising sixth grade night, and spring concerts. Each of these events was well attended. Continuing to increase parent involvement is a primary goal for the 2003-04 school year as well. There are many opportunities for every parent to become active. Some of them include student shadowing, lunchtime with students, Open House, and PTA events. Your involvement is a terrific way to show your child the importance of school.

The 2002-03 school year was exciting. The school was awarded the Red Carpet Award. Three staff members received their National Board Certification. Twelve students earned SC Junior Scholar recognition. And the list continues. Be a part of the excitement for next year. Visit or call the school at 294-4323.

Success for Today, Preparation for Tomorrow, Learning for a Lifetime

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.